## Bowmansgreen Primary School

Progression of Statistics
National Curriculum (Statutory Requirements)

| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: |
| Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. <br> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. <br> Ask and answer questions about totalling and comparing categorical data. | Interpret and present data using bar charts, pictograms and tables. <br> Solve one-step and two-step questions [for example 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables. | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. <br> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Solve comparison, sum and difference problems using information presented in a line graph. <br> Complete, read and interpret information in tables, including timetables. | Interpret and construct pie charts and line graphs and use these to solve problems. <br> Calculate and interpret the mean as an average. |

Notes and Guidance (Non-Statutory)

| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: |
| Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2,5 , 10). | Pupils understand and use simple scales (for example, 2, 5, 10 units per cm ) in pictograms and bar charts with increasing accuracy. <br> They continue to interpret data presented in many contexts. | Pupils understand and use a greater range of scales in their representations. <br> Pupils begin to relate the graphical representation of data to recording change over time. | Pupils connect their work on coordinates and scales to their interpretation of time graphs. <br> They begin to decide which representations of data are most appropriate and why. | Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. <br> Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. <br> They should connect conversion from kilometres to miles in measurement to its graphical representation. <br> Pupils know when it is appropriate to find the mean of a data set. |

